

EBENEZER MIDDLE

3440 Ebenezer Rd.
Sumter, SC 29153

GRADES 6-8 Middle School

ENROLLMENT 496 Students

PRINCIPAL Marlene De Wit 803-469-8571

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	21	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

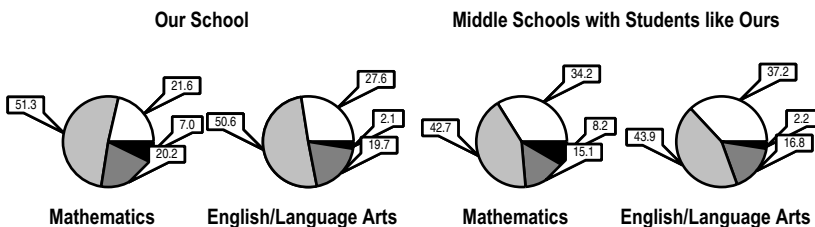
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	464	99.6	27.4	50.7	19.8	2.1	29.1	Yes	Yes
Gender									
Male	221	99.1	37.1	43.6	18.8	0.5	25.2		
Female	243	100.0	18.9	57.0	20.6	3.5	32.5		
Racial/Ethnic Group									
White	118	100.0	14.5	49.1	31.8	4.5	43.6	Yes	Yes
African-American	333	99.4	31.6	52.1	15.3	1.0	23.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	411	99.8	25.3	52.7	19.6	2.3	30.8		
Disabled	53	98.1	44.7	34.0	21.3	0.0	14.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	464	99.6	27.4	50.7	19.8	2.1	29.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	462	99.6	27.1	50.9	19.9	2.1	29.2		
Socio-Economic Status									
Subsidized meals	310	99.7	33.1	52.8	13.7	0.4	21.1	Yes	Yes
Full-pay meals	154	99.4	16.4	46.6	31.5	5.5	44.5		

Mathematics - State Performance Objective = 15.5%									
All Students	464	99.8	21.6	51.3	20.2	7.0	44.1	Yes	Yes
Gender									
Male	221	99.6	23.2	49.3	19.7	7.9	45.8		
Female	243	100.0	20.2	53.1	20.6	6.1	42.5		
Racial/Ethnic Group									
White	118	100.0	15.5	38.2	29.1	17.3	62.7	Yes	Yes
African American	333	99.7	23.7	56.2	17.5	2.6	37.0	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	411	99.8	19.3	52.7	20.1	7.8	46.0		
Disabled	53	100.0	39.6	39.6	20.8	0.0	29.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	464	99.8	21.6	51.3	20.2	7.0	44.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	462	99.8	21.2	51.5	20.3	7.0	44.3		
Socio-Economic Status									
Subsidized meals	310	99.7	23.9	57.0	16.5	2.5	37.3	Yes	Yes
Full-pay meals	154	100.0	17.0	40.1	27.2	15.6	57.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	183	98.4	38.4	41.5	18.2	1.9	20.1
	Grade 7	183	100.0	28.3	56.0	14.5	1.2	15.7
	Grade 8	133	100.0	33.9	54.5	10.7	0.8	11.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	149	99.3	38.9	47.2	13.2	0.7	13.9
	Grade 7	169	99.4	28.8	52.5	16.3	2.5	18.8
	Grade 8	146	100.0	13.4	59.9	23.9	2.8	26.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	183	100.0	20.4	45.7	23.5	10.5	34.0
	Grade 7	183	100.0	22.9	51.8	12.7	12.7	25.3
	Grade 8	133	100.0	24.0	61.2	12.4	2.5	14.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	149	100.0	19.3	50.3	22.1	8.3	30.3
	Grade 7	169	99.4	18.8	54.4	18.1	8.8	26.9
	Grade 8	146	100.0	29.6	52.8	14.8	2.8	17.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 496)				
Students enrolled in high school credit courses (grades 7 & 8)	4.2%	Up from 2.5%	12.3%	14.6%
Retention rate	9.0%	Up from 0.2%	3.9%	3.0%
Attendance rate	95.4%	Down from 95.9%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%		6.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		6.2%	5.3%
Eligible for gifted and talented	13.0%	Up from 11.3%	12.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	Down from 11.6%	14.1%	13.9%
Older than usual for grade	11.9%	Down from 13.1%	5.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	No change	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Up from 40.5%	48.7%	48.7%
Continuing contract teachers	86.7%	Up from 73.0%	82.1%	81.7%
Highly qualified teachers**	85.7%	N/A	90.6%	90.4%
Teachers with emergency or provisional certificates	3.6%		4.9%	5.3%
Teachers returning from previous year	81.0%	Down from 81.6%	83.6%	85.1%
Teacher attendance rate	95.5%	Down from 96.2%	94.9%	94.8%
Average teacher salary	\$39,218	Up 5.8%	\$39,218	\$40,566
Prof. development days/teacher	18.4 days	Up from 16.8 days	10.2 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	23.3 to 1	Up from 21.2 to 1	21.1 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 91.0%	89.2%	89.3%
Dollars spent per pupil*	\$5,250	Down 3.5%	\$5,547	\$5,821
Percent of expenditures for teacher salaries*	59.9%	Down from 60.3%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	77.3%	Down from 82.9%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students, parents, faculty, and staff at Ebenezer Middle School continue to strive for academic excellence while instilling the desire to learn. Our theme, "Learning To Be Tomorrow's Leaders," emphasizes our continued commitment to providing an environment that is conducive to high quality learning.

Leading our list of highlights for the 2003-2004 school year was an increase in our math PACT scores. These scores were higher than the district and state averages for percentage of students scoring above the standard. The language arts scores were also higher than the district average. Four students received a perfect score on the Algebra I End Of Course Test. We continue to recognize our Duke Tip Scholars and South Carolina Junior Scholars.

Through service projects, Ebenezer Middle School was able to give back to the community. Projects included the adoption of Ebenezer Road for Adopt-A-Highway, Shower Shaw With Cookies, collecting tabs for the Ronald McDonald House, recycling cans for Sumter Disabilities Board, a food drive for a local charity, and walking to raise money for both the March of Dimes and the American Heart Association.

Our faculty and staff remain committed to fostering students' emotional, physical, and social development. This is evidenced by the creation of our "Priority Male" program. This is an on-going program that involves male teachers, staff, the school administration, and members of the community serving as role models and mentors for the young men at the school. Areas of emphasis include decision-making skills, handling peer pressure, respect for authority, responsible relationships, substance use and abuse, and teamwork. Grants have been written for an added component, which will address the development of an interest in life-long reading.

In the future we plan to remain committed to providing the highest quality education to all of our students. Happy, healthy students leave Ebenezer Middle School with the academic and social skills necessary to succeed in high school.

Marlene De Wit, Principal

Nancy Mims, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	88	46
Percent satisfied with learning environment	85.7%	54.0%	65.2%
Percent satisfied with social and physical environment	92.9%	64.2%	65.9%
Percent satisfied with home-school relations	48.3%	72.5%	62.8%

*Only students at the highest middle school grade level at this school and their parents were included.